**Why video?**

All candidates are asked to submit video recordings in two or more of the portfolio entries. It is important to remember that the purpose of the video is to provide an authentic view of your teaching practice. Since assessors are not able to visit your classrooms in person, a video recording is the only indication of how you interact with students, the climate you create in the classroom, and the ways in which you engage your students in learning. A picture is "worth a thousand words" in conveying to others your practice, the decisions you make, and your relationships with students. However, it is not the picture alone that assessors will be looking to score. Your written commentary must reflect what is seen in the video, as it is in the writing that assessors will be able to gather evidence of your rationales for each of your teaching decisions. You must make for assessors the "invisible" "visible" through your written description, analysis and reflection.

At first, your video experience may present a highly inauthentic view of your teaching. When a video camera is placed in the room for the first time, you and your students will most likely behave differently. Some will be quiet and hide from the camera, while others will likely "ham it up" at the first opportunity to become the star of your movie. You, as the teacher, may also find yourself behaving differently, perhaps more formally than you would if you were not being filmed. It is normal to find the videotaping experience uncomfortable at first. It takes getting used to, and practice is the only remedy. The same can be said of students; only multiple opportunities with a video camera will enable students to behave naturally in its presence. For these reasons, it is highly advisable to practice with a video camera. You should put the camera and tripod (or locate a position, for example, on top of a file cabinet) where the camera will receive a good picture of the entire classroom. Record several classes and watch them by yourself. You will become accustomed to how you look and sound and you will begin to notice what the students are doing and how their learning could be improved. It is a good idea to make several practice recordings before you make any that you might want to use for your portfolio. This will enable you and your students to become familiar with both the mechanics of video recording and with maintaining a natural demeanor in front of the camera.